



Arizona Department of Education

Governance Structure – Arizona SLDS

How many times have you wished that you could push a button and see everything you needed to know about your students and the teachers making positive impacts in their lives? Knowing what works and what doesn't, who needs help right away, rewarding teachers for excellence and being able to make proactive decisions based on current data; not data that has been sitting around for a year?

That's what the new Arizona Education Learning and Accountability System (AELAS) is all about. Nothing is more important than the success of our students statewide and AELAS will help create a holistic picture of longitudinal and accountability data to those who need it the most. This platform touches every part of the educational lifecycle and combines data residing in many different places into highly-interactive dashboard views that individuals can view based on what they want or need to see. It empowers stakeholders to make good decisions based on timely, accurate and relevant information and saves money by providing standard applications which can be accessed through a cloud based infrastructure.

Frequently Asked Questions (FAQ)

1. What is the AELAS statute?

In 2010, the Arizona Legislature approved HB 2377, creating the [Arizona Education and Learning Accountability System \(AELAS\)](#). AELAS is charged with:

1. Maintaining longitudinal, student level data, including student demographic, grade level, assessment, teacher assignment and other data required to meet state and federal reporting requirements.
2. Incorporate the student accountability information system prescribed in chapter 9, article 8 of this title.
3. Be accessible through commonly used internet web browsers to carry out the data collection, compilation and reporting duties prescribed in this title.

2. At what stage is your state with implementation of a P-20 SLDS?

We are in the early stages of discovery, development and implementation.

To ensure that Arizona does not create a system which will not serve the needs of its wide variety of constituents and stakeholders, the Arizona Department of Education is taking a

systematic and pragmatic approach to development and implementation. We must understand what is currently in use and available in districts and schools and understand associated costs. We must understand our own internal systems and applications so that we are not developing and implementing technology solutions on outdated or insufficient infrastructure. We must understand what vendors can provide based on our requirements.

All of these initiatives are assisting us to build a business case which will aid in securing funding and as well act as the foundation for a RFP which will then be made available to vendors for their expertise submittal.

3. Have you established a governance structure for the SLDS, and if so, can you share a citation for same and a hyperlink to the appropriate authority (e.g. state law, state regulation, Executive Order)? If not, do you plan to establish such a body?

The [Data Governance Commission \(DGC\)](#) is a statutorily-created commission established to identify the needs of public educational institutions, provide recommendations and establish guidelines for future technology implementation. In accordance with statutory guidelines, the Commission is a 13 member body who represent various aspects of expertise in the areas of administration, information technology and business. Initially appointed members serve by lot two, three or four years; subsequent appointees serve terms of four years.

The DGC was created by Laws 2010, Ch. 334, § 1 to act as a guide in approving technology spending and to act as a resource on a number of other issues ranging from privacy and security to resolution of data conflicts. The DGC is established within the Arizona Department of Education (ADE) which works on behalf of the DGC to support its statutory mandate and to further its goal of responsible technological innovation in the educational community.

4. What is the composition or planned composition of your SLDS governance structure? Who will lead the body?

The DGC was created by Laws 2010, Ch. 334, § 1, which added [Arizona Revised Statutes §15-249.01](#), establishing the Commission, outlining its membership and charging it with certain responsibilities. According to statute, the commission consists of 13 members. Of the members, seven are appointed by virtue of the position that they hold within Arizona's educational institutions, and the remainder are appointed by the Governor, President of the Senate, and Speaker of the House of Representatives. The membership is as follows:

- The chief technology managers, or the managers' designees, of each of the universities under the jurisdiction of the Arizona Board of Regents.
- The chief technology manager, or the manager's designee, of a community college district located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the Governor.

- The chief technology manager, or the manager's designee, of a community college district located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the governor.
- The chief executive officer of the Arizona Early Childhood Development and Health Board or the chief executive officer's designee.
- An officer or employee of a school district located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the Governor.
- An officer or employee of a school district located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the governor.
- An officer or employee of a charter school located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the President of the Senate.
- An officer or employee of a charter school located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the Speaker of the House of Representatives.
- Two representatives of the business community, one of whom is appointed by the President of the Senate and one of whom is appointed by the speaker of the House of Representatives.
- The Superintendent of Public Instruction or the Superintendent's designee.

The DGC holds monthly meetings with various members of the Arizona Department of Education including the CIO and other senior members of staff to understand progress, recommend programs and budgets, and provide expert advice on various initiatives.

5. What are the specific duties and authorities of the SLDS governance structure? Does the structure have the ability to require or mandate from the participating data providers, e.g. can the body require the use of one specific type of hardware or software?

Statute charges the commission to “identify, examine and evaluate the needs of public institutions who provide instruction to pupils in preschool, kindergarten, grades one through twelve and postsecondary programs in Arizona,” and directs it to:

1. Establish guidelines related to the following:
 - (a) Managed data access
 - (b) Technology
 - (c) Privacy and security
 - (d) Adequacy of training
 - (e) Adequacy of data model implementation

- (f) Prioritization of funding opportunities
 - (g) Resolution of data conflicts
- 2. Provide recommendations on technology spending.
- 3. Provide analyses and recommendations of the following:
 - (a) The control of data confidentiality and data security for stored data and data in transmission
 - (b) Access privileges and access management
 - (c) Data audit management, including data quality metrics, sanctions and incentives for data quality improvement
 - (d) Data standards for stored data and data in transmission, including rules for definition, format, source, provenance, element level and contextual integrity
 - (e) Documentation standards for data elements and systems components
 - (f) Data archival and retrieval management systems, including change control and change tracking
 - (g) Publication of standard and ad hoc reports for state and local level use on student achievement
 - (h) Publication of implementation timelines and progress

6. Do you have a general idea of the cost involved in developing your SLDS?

The vision of Education Intelligence (EI) is broad. By taking a phased approach, we can comfortably estimate anywhere between \$5 - \$10 million per year between FY12 – FY14. Based on what the state is currently investing, we expect payback within two-three years.